



SACRAMENTO STATE
COLLEGE OF CONTINUING EDUCATION

California Department of Corrections and Rehabilitation

Supervisory Skills Development

Role of the Supervisor

Participant Guide



Revised 2/12/2007

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Program Overview

Supervisory Skills Development

Week One

Day		Course
Monday		Role of the Supervisor
Tuesday		Effective Communication
Wednesday	AM	Managing Conflict
	PM	Planning and Organizing
Thursday	AM	Legal Aspects of Supervision (Part One)
	PM	Performance Management
Friday		Performance Management

Week Two

Day		Course
Monday		Teams and the CDCR Community
Tuesday		Legal Aspects of Supervision (Part Two)
Wednesday	AM	Interviewing and Selection
	PM	Leadership and Change
Thursday		Leadership and Change
Friday	AM	Coaching
	PM	Putting It All Together

Purpose and Objectives

Role of the Supervisor

Purpose

This course explores how to be a supervisor at CDCR—transitioning into the role, adapting to the many hats worn by the supervisor, and understanding and managing yourself and others

Objectives

- Describe the topical threads that are woven through Supervisory Skills Development and how they are linked to the role of the supervisor at CDCR.
- Identify strategies for transitioning from peer to supervisor
- Identify the behaviors and characteristics of a successful supervisor
- Identify the role functions of the supervisor
- Demonstrate how developing Emotional Intelligence in yourself and others increases your success as a leader
- Maximize your personality strengths to be an effective supervisor
- Maximize your understanding of personality diversity to create an environment for others that supports productivity and respect

Given the course objectives listed above, what three things would you like to do better as a result of completing this course?

(For example: Relate more effectively with my staff or assess the effect that my emotions have on my behavior as a supervisor.)

Topical Threads

You will be asked throughout all your Supervisory Skills Development courses to relate your experience to a number of key themes. These are important to the continuing transformation of CDCR into a vibrant, effective organization that is a model for other corrections and rehabilitation agencies around the world. These threads are:

■ **Alignment with Department Vision, Mission, and Goals:**

Every employee in the department is aware of the organization's mission and goals and is able to base daily strategic and operational decisions based on these commonly held values.

Some ideas for supporting this thread are:

■ **Community:**

This thread has two key aspects:

- ☐ Everyone in every division of CDCR works to share a common vision that involves compromise, communication and mutual support.
- ☐ CDCR is part of a greater community that includes employees' own families, inmates/wards and their families, social service agencies, and the population at large. It is important to base decisions at all levels on the potential impact they have on all members of this greater community.

Some ideas for supporting this thread are:

Topical Threads (continued)

■ **Rehabilitation:**

In the Department of Corrections and Rehabilitation, it is the job of every employee to support the goal of rehabilitating wards and inmates to be productive members of society. In every way possible, we are here to change and improve people's lives, not just to provide warehouse space for citizens convicted of crimes.

Some ideas for supporting this thread are:

■ **Accountability:**

CDCR is a large organization with a complex bureaucracy that is constantly under public scrutiny. And many of your fellow employees lives are on the line. It is imperative that employees at all levels assume accountability for their actions and decisions.

Some ideas for supporting this thread are:

■ **Matrix Communication:**

Historically the department has operated in a paramilitary top-down command structure. While this type of management and communication structure is essential to the effective operation of a high security facility, it can hinder progress to the Department by adding layers of extra work, delays, and risk avoidance. It is important to communicate *across* lines of command when it is appropriate to do so.

Some ideas for supporting this thread are:



Topical Threads (continued)

■ Coaching:

CDCR employees often work in high-stress situations, and their performance merits both respect and support. Coaching is a structured way to teach, to show respect, and to build a strong and effective organization.

Some ideas for supporting this thread are:

■ The Five Practices of Exemplary Leadership:

1. **Model the Way:** Find your own voice, clarify your values, express yourself, set the example, build and affirm shared values, and align actions with values.

Some ideas for supporting this thread are:

2. **Inspire a Shared Vision:** Envision the future, differentiate yourself as a leader by being forward-looking, understand the importance of having a vision, enlist others, develop a shared sense of destiny, and give life to a vision.

Some ideas for supporting this thread are:

Topical Threads (continued)

3. **Challenge the Process:** Search for opportunities, seize the initiative, make challenge meaningful, innovate and create, experiment and take risks, initiate incremental steps and small wins, and learn from mistakes.

Some ideas for supporting this thread are:

4. **Enabling Others to Act:** Foster collaboration, create a climate of trust, facilitate positive interdependence, strengthen others, generate power all around, ensure self-leadership, provide choice, and foster accountability

Some ideas for supporting this thread are:

5. **Encourage the Heart:** Recognize contributions, focus on clear standards, expect the best, pay attention, personalize recognition, celebrate the values and victories, create a spirit of community, create a story.

Some ideas for supporting this thread are:



Transitioning from Peer to Supervisor

Challenges and Strategies

Directions:

In the left-hand column below, list the challenges that face new supervisors when they transition from being a peer to being the one in charge. In the right-hand column, list strategies for mitigating each of the challenges.

Challenges	Strategies



The Best Supervisor Ever

Interview Worksheet

Interviewee: _____ Date: _____
Interviewer: _____

! Check the list of threads on pp.3-6. Which of these did this supervisor exemplify?

Behaviors and Characteristics of Great Supervisors

How am I doing?

Directions:

Transfer the behaviors from the flip charts onto the left-hand column below.

Using the following scale, rate your current effectiveness in using each of the behaviors or characteristics.

- 0** = I never demonstrate this behavior
- 1** = I rarely demonstrate this behavior
- 2** = I sometimes demonstrate this behavior
- 3** = I often demonstrate this behavior
- 4** = I almost always demonstrate this behavior.

In the right-hand column, write down strategies to sustain and/or increase your effectiveness in each behavior.

Behaviors or Characteristic	Rating	Strategies

! To which threads on pp. 3-6, do each of these behaviors and characteristics link?

Some Supervision Fundamentals

The primary responsibility of the supervisor is to ensure that the day-to-day functioning of the department contributes to the goals of the organization as a whole.

What "Hats" Do You Wear?



! *How is the thread of Accountability related to these concepts?*

Benefits of Emotional Intelligence

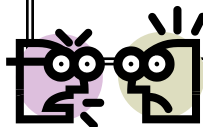
A study conducted by the Center for Creative Leadership found higher levels of emotional intelligence are associated with better performance in the following areas:

- Participative management
- Putting people at ease
- Self-awareness
- Balance between personal life and work
- Straightforwardness and composure
- Building and mending relationships
- Doing whatever it takes
- Decisiveness
- Confronting problem employees
- Change management



The primary reason that people choose to leave their job is because they have a poor relationship with their boss.

Gallup Survey



In the fields I have studied, emotional intelligence is much more powerful than IQ in determining who emerges as a leader. IQ is a threshold competence. You need it, but it doesn't make you a star. Emotional Intelligence can!

Warren Bennis, Renowned leadership pioneer, author and researcher

TalentSmart® studies show that...

- EQ alone explains 58% of a leader's job performance
- 90% of top performers are high in EQ.
- Just 20% of low performers are high in EQ.



! *Check the list of topical threads on pp. 3-6. Which of them does Emotional Intelligence impact? (Hint: There are quite a few.)*

The Framework of Emotional Intelligence

Personal Competencies

Listed below are the personal and social competencies of Emotional Intelligence. For a more complete understanding of these two overriding competencies, each one has been further defined by their sub-competencies. To get a more complete understanding of these competencies, read Daniel Goleman's book, *Emotional Intelligence*, from which this information is adapted.

Personal Competencies determine how we manage ourselves.

- **Self-Awareness:** Your ability to accurately recognize your emotions as they happen and to understand your general tendencies for responding to different people and situations, including:
 - ☐ Emotional awareness: Recognizing one's emotions and their effects
 - ☐ Accurate self-assessment: Knowing one's strengths and limitations
 - ☐ Self-confidence: A strong sense of one's self-worth and capabilities
- **Self Regulation:** Managing one's internal states, impulses, and resources, as demonstrated by:
 - ☐ Self control: Keeping disruptive emotions and impulses in check
 - ☐ Trustworthiness: Maintaining standards of honesty and integrity
 - ☐ Conscientiousness: Taking responsibility for personal performance
 - ☐ Innovations: Being comfortable with novel ideas, approaches, and new information
- **Motivation:** Emotional tendencies that guide or facilitate reaching goals, as demonstrated by:
 - ☐ Achievement drive: Striving to improve or to meet a standard of excellence
 - ☐ Commitment: Aligning with the goals of the group or organization
 - ☐ Initiative: Readiness to act on opportunities
 - ☐ Optimism: Persistence in pursuing goals despite obstacles and setbacks

! *How do these competencies support your ability to exercise the Five Practices of Exemplary Leadership?*

The Framework of Emotional Intelligence (cont'd)

Social Competencies

Social Competencies determine how we handle relationships with others.

- **Social Awareness:** Recognizing and understanding the emotions and moods of other individuals and entire groups of people, including:
 - **Empathy:** Awareness of others' feelings, needs, and concerns, as demonstrated by:
 - Understanding others: Sensing others' feelings and perspectives and taking an active interest in their concerns
 - Developing others: Sensing others' development needs and bolstering their abilities
 - Service orientation: Anticipating, recognizing, and meeting customers' needs
 - Leveraging diversity: Cultivating opportunities through different kinds of people
 - Political awareness: Reading a group's emotional currents and power relationships
- **Relationship Management:** Using self-awareness, self-regulation, motivation and social awareness as you relate to other people for specific purposes over time, including:
 - **Social Skills:** Adeptness at encouraging desirable responses in others, as demonstrated by:
 - Influence: Wielding effective tactics for persuasion
 - Communication: Listening openly and sending convincing messages
 - Conflict management: Negotiating and resolving disagreements
 - Leadership: Inspiring and guiding individuals and groups
 - Change catalyst: Initiating or managing change
 - Building bonds: Nurturing instrumental relationships
 - Collaboration and cooperation: Working with others toward shared goals
 - Team capabilities: Creating group synergy in pursuing collective goals

! *How do these competencies support your ability to exercise the Five Practices of Exemplary Leadership?*

Reflections on Emotional Intelligence

Directions:

In the left-hand column below, list the EI strengths that you identified in on pages 12 and 13. In the right-hand column, list areas of EI you marked as areas of improvement.

My EI Strengths are:	The EI areas that I would like to develop further are:

Below list some action steps that you will take to further develop your EI and raise you EQ. (Continue on the back, if needed.)

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How Does Your Type[®] Preference Influence Your Behavior as a Supervisor?

<p>My MBTI preference is (circle one in each box):</p>	<p>First list the advantages this preference gives you as a supervisor.</p> <p>Next list any challenges of this preference that you need to watch out for as you supervise.</p>
<p>Extroverting</p> <p>Introverting</p>	
<p>Intuiting</p> <p>Sensing</p>	
<p>Feeling</p> <p>Thinking</p>	
<p>Perceiving</p> <p>Judging</p>	

Directions: List below the names of individuals who report to you and to whom you report. For each individual, circle the Type[®] preferences in each of the four dichotomies that you believe best describe the individual.

[illegible]

! *How can knowledge of your colleagues' personality type preferences help you to help them support CDCR's vision, mission, values, and goals?*

Reflections on The Role of the Supervisor

- What do you remember from today – events, scenes, or conversations?

- What words are still ringing in your ears?

- Was there a high point? When, what?

- Was there a low point? When, what?

- What is a key insight from the day?

- As a result of attending this class, what two things will you do to increase your effectiveness as a supervisor?

- Which of the topical threads do you feel you already support strongly through your behavior?

- Which of the topical threads do you feel you need to work on?

Additional Resources

Books and Articles

- *The New Supervisor: Stepping up with Confidence* (A Crisp Fifty-Minute Book) by Elwood N. Chapman and Wil McKnight
- *On Becoming A Leader: The Leadership Classic--Updated And Expanded* by Warren G. Bennis and Warren Bennis
- *Supervisor's Portable Answer Book* by George Fuller
- *First Time Supervisors Survival Guide* by George Fuller
- *Best of HBR on Leadership: Emotionally Intelligent Leadership* (HBR OnPoint Collection), Harvard Business Review, 2001
- *Emotional Intelligence*, by Daniel Goleman
- *The Emotional Intelligence Quick Book* (includes an on-line evaluation of your EQ), by Travis Bradberry and Jean Greaves
- *Working With Emotional Intelligence*, by Daniel Goleman
- *The Emotionally Intelligent Workplace* Edited by Cary Cherniss and Daniel Goleman
- *Quick Guide to the 16 Personality Types in Organizations: Understanding Personality Differences in the Workplace* by Linda V Berens, et al
- *Type Talk: The 16 Personality Types That Determine How We Live, Love, and Work* by Otto Kroeger, by Janet M. Thuesen
- *Type Talk at Work (Revised): How the 16 Personality Types Determine Your Success on the Job*, by Otto Kroeger, et al.
- *Gifts Differing* by Isabel Briggs Myers

On the Web

- <http://www.managementhelp.org/mgmt/prsnlmt.htm>
A free basic guide to leadership and supervision
- http://ollie.dcccd.edu/mgmt1374/book_intro.html
Supervision, a hyperlink book by Gemmy Allen
- http://www.teambuildinginc.com/article_supervisors.htm
—Supervisors in Transition,” an article by Peter B. Grazier
- http://openet.ola.bc.ca/WKPL_minicourse/index.html
Role of the Supervisor, a mini-Course by The Open Learning Agency